

WHO FAMILY OF INTERNATIONAL CLASSIFICATIONS NETWORK MEETING

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Title: WHO-FIC Education Committee: A Status Report, 2003-2004

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Purpose: for information and discussion

Recommendations:

- Post Acronyms and Abbreviations document on WHO-FIC Network website with hyperlinks
- Endorse Guiding Principles for Disseminating Materials
- Other recommendations will be presented in separate reports

Abstract:

The WHO-FIC Education Committee was established at the 2003 WHO-FIC Network meeting in Cologne, Germany, as a successor to the Subgroup on Training and Credentialing of the WHO-FIC Implementation Committee. The Subgroup held meetings at the 1999 - 2002 Collaborating Centres meetings, as well as a three-day meeting in Washington, D.C., in 2003, to make progress on an international training and credentialing program for ICD-10 mortality and morbidity coders. A proposal for such a program had been developed by the Subgroup in 2000 and endorsed in principle by the International Federation of Health Records Organizations (IFHRO). During the Cologne meeting, the participants developed new terms of reference to reflect generic tasks for education and training on the International Statistical Classification of Diseases and Related Health Problems (ICD) and the International Classification of Functioning, Disability and Health (ICF). Specific tasks were agreed for ICD, based on the Subgroup's previous terms of reference. Specific tasks for ICF were developed and agreed through e-mail exchange during 2004. The WHO-FIC Education Committee Chair has prepared a discussion paper on the ICF tasks for consideration at a joint session of the WHO-FIC Implementation and Education Committees in Reykjavik.

Following the Cologne meeting, the needs assessment questionnaires for ICD-10 mortality and morbidity coders were finalized and circulated to WHO Regional Offices and Collaborating Centers for distribution to the member states. The WHO-FIC Education Committee held a second three-day meeting in Prague, Czech Republic, on May 26-28, 2004 to review the responses received to the questionnaires and advance work on the international program proposal. Substantial progress was made on defining core curricula for underlying cause-of-death coders and morbidity coders and on developing a business plan for standardized ICD-10 training and international certification. The participants also discussed plans for presenting the international proposal at the 14th Congress of IFHRO on October 9-14, 2004 in Washington, D.C.

Introduction

The WHO-FIC Education Committee was established at the 2003 WHO-FIC Network meeting in Cologne, Germany, as a successor to the Subgroup on Training and Credentialing of the WHO-FIC Implementation Committee. The new name and status as a Committee was in recognition of the broader educational focus required for the WHO-FIC and the fact that education and training are important beyond the implementation phase of a classification. The Subgroup had held meetings at the 1999 - 2002 Collaborating Centres meetings, as well as a three-day meeting in Washington, D.C., in 2003, to make progress on an international training and credentialing program for ICD-10 mortality and morbidity coders. The purpose of this program is improve the quality of mortality and morbidity data and the status of ICD coders. During the Cologne meeting, the participants developed new terms of reference to reflect generic tasks for education and training on the International Statistical Classification of Diseases and Related Health Problems (ICD) and the International Classification of Functioning, Disability and Health (ICF). Specific tasks were agreed for ICD, based on the Subgroup's previous terms of reference. Specific tasks for ICF were developed and agreed through e-mail exchange during 2004. The new terms of reference for the Committee are included as Attachment 1.

The WHO-FIC Education Committee held a second three-day meeting in Prague, Czech Republic, on May 26-28, 2004 to review the responses received to its needs assessment questionnaires for mortality and morbidity coders and to advance work on the international program for ICD-10 coders. Twenty-two persons from ten countries, the World Health Organization (WHO) and the International Federation of Health Records Organizations (IFHRO) participated in the meeting. The full meeting summary is available on the North American Collaborating Center (NACC) website at http://www.cdc.gov/nchs/about/otheract/icd9/nacc_education.htm. Substantial progress was made during the Prague meeting on defining core curricula for underlying cause-of-death coders and morbidity coders and on developing a business plan for standardized ICD-10 training and international certification. The participants also discussed plans for presenting the international proposal at the 14th Congress of IFHRO on October 9-14, 2004. The outcome of the discussions at IFHRO will be presented at the 2004 WHO-FIC Network meeting in Reykjavik.

In regard to addressing the specific ICF tasks for the Education Committee, the Committee Chair has prepared a discussion paper for consideration at a joint session of the WHO-FIC Implementation and Education Committees in Reykjavik. Several members of the Committee also have prepared papers about ICF educational activities in their respective countries.

This paper provides a summary report of the Committee's activities and progress since the 2003 Cologne meeting. Separate papers by the Chair and several Committee members will provide greater detail and recommendations on key aspects of the Committee's work plan.

ICD-10 Mortality and Morbidity Training

Needs Assessment Questionnaires

Needs assessment questionnaires for ICD-10 mortality and morbidity medical coders were developed, translated and circulated to regional offices and collaborating centres in 2002; preliminary results were reported at the 2002 annual meeting of collaborating centres. The response rate was quite low, and it was clear that several respondents misinterpreted a few of the questions. During the April 2003 Subgroup meeting in Washington, D.C., it was agreed that the questionnaires should be revised to clarify questions and facilitate data analysis and then re-fielded to all countries, regardless of whether they had implemented ICD-10. The revised questionnaires were reviewed during the Cologne meeting in October 2003, and it was decided that several questions should be added about the status of ICD-10 implementation to assist in the “stocktaking” of the WHO-FIC Implementation Committee.

The Education Committee Chair circulated the new questionnaires to regional offices and collaborating centers in February 2004. As with the earlier questionnaires, the Pan American Health Organization had translated the questionnaires into French, Portuguese and Spanish. The Australian Collaborating Centre entered the responses into a data base and provided a preliminary report at the May 2004 meeting in Prague. At that time, nearly 100 responses had been received from all of the WHO Regions. A separate paper by Walker and McKenzie reports on the findings from the surveys received as of August 2004. Participants in the Prague meeting had agreed that the preliminary results were extremely interesting and should guide future work of the WHO-FIC Education and Implementation Committees.

International Training and Credentialing Proposal

The Subgroup had developed a proposal for an International Training and Credentialing Program for ICD-10 mortality and morbidity coders, which was endorsed in principle by the IFHRO Executive Committee in 2000. There was strong agreement that WHO and the collaborating centres should partner with a non-governmental organization, such as IFHRO, to accomplish these objectives. This initial approach had been discussed with IFHRO representatives and subsequently in 2003 with the IFHRO Executive Committee in Rochdale, England and with Willem Hogeboom, President of IFHRO, who attended a session of the Education Committee in Cologne. While the IFHRO Executive Committee was agreeable in principle, the members requested a business plan from the WHO-FIC Network to see how the proposal could be progressed. It was recognized that both WHO and IFHRO had limited financial resources, and a key concern was how the international credential could be supported. Development of a business plan was one of the motivating factors for holding the 2004 meeting in Prague, in anticipation of the upcoming IFHRO Congress.

A major focus of the Prague meeting was to make progress on core curricula for mortality and morbidity coders and to develop the business plan. The core curricula, which were initiated at the 2002 Subgroup meeting in Brisbane and further developed in the Washington, D.C. 2003 meeting, were considerably expanded in Prague and refined for review and approval by the WHO-FIC Network and the IFHRO General Assembly in October 2004.

The group also tentatively agreed on a strategic approach for implementing the International Training and Credentialing Program, with an initial focus on awarding an international certificate. This would include review and approval of existing training materials for ICD-10 mortality and morbidity coders, using the core curricula as the benchmark; development of “gold standard” core training packages, which would be based on a modular approach and point to the multiple approved sources of training materials and associated exams; and creation of new modules where no suitable materials are available for specific components of the core curricula. The target date for issuing international certificates is 2007. Trainers also would be able to apply for recognition as approved trainers.

The meeting participants proposed that much of this work be carried out by a joint WHO-IFHRO committee and related workgroups. Participants in the Prague meeting nominated Sue Walker of Australia, Cassia Maria Buchalla of Brazil and Christine Sweeting of the United Kingdom as WHO-FIC Network members of the joint committee; the Chair would serve as an ex officio member. A separate paper by Giannangelo and Greenberg describes the full proposal in detail, including the core curricula and the business plan. The Chair has been invited to present the proposal to the IFHRO General Assembly on October 9, 2004. The Chair, Sue Walker and Lorraine Nicholson, member of the IFHRO Executive Committee and Regional Director for Europe, also will make a presentation to the Executive Committee during the IFHRO Congress and seek their endorsement.

Definitions, Skill Levels and Functions of Coders

A background paper covering relevant definitions, skills, training levels and critical functions of underlying cause mortality coders had been developed and circulated in 2002. It subsequently was expanded to include separate sections for underlying cause-of-death coder/nosologist, multiple cause-of-death coder/nosologist and morbidity coder/nosologist. A full review and revision of the document was undertaken during the 2003 meeting in Washington, D.C. At that time it was decided that credentialing (or certification) would be limited to intermediate and advanced level coders, though the skills and functions of entry level coders and nosologists also were included in the document. No further revisions were made to the document in 2004. It will be included in the package of materials presented to the IFHRO Executive Committee. A separate paper by Sweeting will describe how the document contributed to an evaluation of clinical coder skill levels in the National Health Service.

Inventory of ICD-10 Training Materials and Capacity

The predecessor Subgroup on Training and Credentialing had compiled an inventory of training materials and capacity, which is posted on the NACC website. The inventories are now three years old and will need to be updated. However, the participants in the Prague meeting agreed that this updating should be a by-product of the process to solicit training materials for WHO-IFHRO approval and inclusion in the “gold standard” core training packages. As part of this process, the Education Committee will want to assess the extent to which training materials meet requirements of the core curricula for each application (mortality and morbidity). This also will allow for identification of gaps.

When Collaborating Centres and Regional Offices are asked to submit their training materials, questions about format, copyrights, prerequisites etc. will be included in the “call for materials”.

Information on ICD-10 training capacity will be updated when the training materials are solicited and in conjunction with the Roster of Experts maintained by the WHO-FIC Implementation Committee.

Next Steps

Pending approval of the IFHRO General Assembly and Executive Committee, the tasks for 2004-2005 are as follows:

- Approval of standard ICD-10 core curricula for underlying cause of death and morbidity coders (IFHRO)
- Finalization, approval and dissemination of brochure (see below)
- Establish joint WHO-IFHRO Committee
- Identify process for evaluating existing training materials (Joint Committee)
- Publicize the core curricula and approval mechanism for training materials
- Solicit training modules for approval
- Evaluate coder training modules (Joint Committee)
- Define trainer qualifications (Joint Committee)
- Define process for trainer approval (Joint Committee)
- Review and approve trainer qualifications and process (WHO-FIC Education Committee and IFHRO)

Other ICD-related Education and Training Needs

The Education Committee Terms of Reference for ICD include identifying groups requiring education and training in the proper completion of source documents (e.g., death certificate, health record). During the Prague meeting, it was agreed that there needs to be a curriculum for training the people who provide the mortality and morbidity information that is coded (e.g., certifiers of cause of death). Ideas for information materials or ways to train these “suppliers of data” were discussed. A paper by Laurenti describes the Brazilian experience in teaching physicians to complete the death certificates correctly. This paper and approaches for progressing core curricula for suppliers of data will be discussed by the Education Committee in Reykjavik.

ICF Education and Training

As noted above, the new Terms of Reference for the WHO-FIC Education Committee fully integrate education and training on ICF into the Committee’s responsibilities. There are some parallels with the Education Committee’s work on the ICD, but there also are important differences. For example, the groups that could benefit from education and training about ICF extend beyond the health sector into education, housing, employment and other sectors. At this time, awareness training may be the highest priority for ICF, rather than training of coders. There also is a need for information collection on existing ICF training materials and an assessment of the training needs of ICF stakeholders. A paper by the Australian Collaborating Centre on

the proposed ICF information sharing framework will be discussed during a joint session of the Education and Implementation Committees in Reykjavik. Another paper by Greenberg on possible approaches to addressing the full set of ICF educational tasks also will be discussed during that session. A major issue to be addressed is whether an international strategy should be developed to promote ICF education and training worldwide.

Suggested priority projects for 2004-2005 are the following:

- Information collection on ICF educational materials
- Analysis and dissemination of results of information collection (or ongoing monitor and review if the collaborative workspace on the new WHO-FIC website is used)
- Development of international strategy for ICF awareness raising

Suggested priority projects for 2006-2008 are as follows:

- Identification of best practices and gaps
- Conduct a needs assessment to identify groups requiring ICF training and objectives of training
- Development of core curricula for ICF training
- Explore need for international “credentialing” or certification of ICF coders or training materials

Educational Activities for the WHO-FIC Network

Development of brochure

The work of the WHO-FIC Network is of vital importance in assisting with the production of high-quality, comparable national and international health data. However, much of this work occurs ‘behind the scenes’ and many health data providers, producers and users are unaware of the support network that exists. The Education Committee has developed a brochure to assist with marketing and disseminating information about the ICD-10 coder training and certification program and the Committee’s work more broadly. A draft of the brochure was reviewed and critiqued in Prague. A separate paper by Walker, Glenn and Hazlewood will present a revised version of the brochure and the Education Committee’s recommendation that all WHO-FIC committees consider developing similar brochures to inform others about the work of the WHO-FIC Network and its committee structure.

Institute on Classifications and Vocabulary

The 14th Congress of IFHRO is being held October 9-14 in Washington, D.C., in conjunction with the 76th National Convention and Exhibit of the American Health Information Management Association (AHIMA). AHIMA, working with the NACC, has organized an Institute on Classifications and Vocabulary on October 14, which will feature several presentations by members of the WHO-FIC Network. The first session will describe the WHO-FIC and its network and how the various classifications can be used separately and together to monitor and improve global health status. Other sessions will address computerized information infrastructures in several countries and

national code set maintenance procedures. Sue Walker will present the work of the WHO-FIC Education Committee with IFHRO.

Abbreviations, Acronyms and Definitions

The Education Committee has developed a list of abbreviations and acronyms relevant to the WHO-FIC Network as an educational tool for participants in Network meetings. The list, which can be a “living document” and updated and expanded on an annual basis, is contained in Attachment 2. The Education Committee recommends that this document be posted on the WHO-FIC Network website with hyperlinks wherever possible. The Education Committee also is considering a separate list of relevant definitions. A discussion paper is being developed by Dr. Geoffrey Reed to explore the concepts of accreditation, credentialing, certification, etc., and national and international usage of these terms.

Induction Session at 2004 WHO-FIC Network Meeting

The Education Committee Chair is working with the Chair of the Planning Committee and Co-chairs of the Implementation Committee to plan an “induction session” at the beginning of the Reykjavik meeting to orient first-time participants to the Family, the Network and its committee structure.

Training on ICF

Several participants in the upcoming meeting in Reykjavik have requested basic or advanced training on ICF. The Chairs of the Implementation and Education Committees will meet with these individuals to assess their needs.

Papers for scientific sessions

In addition to the papers addressing specific aspects of the Education Committee work plan, several other papers on educational issues and approaches (e.g., providing training through videoconferencing) have been solicited for the Reykjavik meeting and will be presented in the scientific sessions.

Ground Rules for Disseminating Materials

Participants in the Prague meeting reviewed draft ground rules for disseminating materials developed by the WHO-FIC Education Committee. The revised document is contained in Attachment 3 and is recommended for approval by the Education Committee and for possible use by other Committees.

Summary

The WHO-FIC Education Committee has made important progress in developing a proposal for an international training and certification program for ICD-10 mortality and morbidity coders. The Committee also is making progress in integrating ICF education and training into its work plan. Although the Committee has proven its ability to carry out considerable developmental work with limited external resources,

additional resources will be needed by the WHO-FIC Network, IFHRO and others to execute the plans that are developed and to assure that adequate training and quality assurance in the use of both ICD and ICF are available worldwide. Approaches for expanding resources should be discussed in Reykjavik and during the Consultation on the WHO Business Plan for Classifications that will follow in Geneva.

Terms of Reference

WHO-FIC Education Committee

Purpose

Assist and advise WHO and the WHO-FIC Network in improving the level and quality of use of the WHO Family of International Classifications (WHO-FIC) in Member States by developing an education, training and credentialing strategy for the WHO-FIC, identifying best training practices and providing a network for sharing expertise and experience on training. The first priority will be for the reference terminologies, ICD and ICF.

Background

The Subgroup on Training and Credentialing of the WHO-FIC Implementation Committee was established at the 1999 meeting of Heads of Collaborating Centres in recognition of:

- The critical role of education and training for the successful implementation, use and maintenance of a classification system and for the quality of data produced
- The opportunities for sharing and strengthening education and training in members of the Family of International Classifications through international efforts, and
- The resulting benefits for comparability of national and international statistics

The Subgroup was established specifically to:

- Advise WHO and the WHO Regional Offices on best training practices
- Provide a network for sharing expertise and experiences on training
- Work with WHO Regional Offices in identifying needs for skills and training in countries both covered and not covered by Collaborating Centres
- Address the unique issues concerning mortality medical coders and nosologists in an automated environment
- Explore the possibilities for developing an international training and credentialing program for coders of WHO-FIC classifications
- Make recommendations to WHO and the WHO-FIC Collaborating Centres through the WHO-FIC Implementation Committee.

Following the integration of ICF into the Family in 2001, the Subgroup was expanded to consider parallel and related activities for users of the International Classification of Functioning, Disability and Health. During the 2003 annual meeting, the Subgroup reorganized as the WHO-FIC Education Committee to better describe its broad mission and the role of education beyond the implementation phase of a classification.

Functions

The primary function of the Committee is to develop an integrated educational strategy for the International Classification of Diseases and the International Classification of Functioning, Disability and Health. Other members of the Family of International Classifications will be considered as resources permit. The components of this strategy include the following functions:

1. Assessment of the needs of users of the classifications, including those who provide source information, apply codes, conduct research or use the resulting data.
2. Identification of the learning objectives for educational approaches.
3. Inventory of existing educational materials and capacity.
4. Recommendations for learning content including development of core curricula
5. Recommendations for best practices for promotion and delivery of educational material.

The components of the strategy for the ICD include the following tasks:

1. Conduct needs assessments about the capacity, skills and responsibilities of ICD coders in member states
2. Identify the additional groups requiring education and training about ICD (e.g., statisticians, epidemiologists, policymakers, relevant systems managers, physicians, other clinicians and health sciences educators and students)
3. Identify groups requiring education and training in the proper completion of source documents (e.g., death certificate, health record)
4. Define the skills and levels of education and training required for coders and nosologists, as well as other users of the classification
5. Catalogue, characterize (e.g., purpose, subject, language, availability, media and technology) and disseminate information on current educational and training curricula and modules for the ICD, and identify gaps and methods for filling them
6. Review existing training materials and the mechanisms for their dissemination and identify best practices
7. Gather information from Collaborating Centres and Regional Offices on capacity for ICD-10 training in WHO member states
8. Explore national and international organizations (e.g., the International Federation of Health Records Organizations) with which coders and nosologists can affiliate
9. Explore the capacity of these organizations to support an international training and credentialing program
10. Identify approaches for assuring that training and credentialing are dynamic processes, responsive to changes in medical science, technology, coding rules, etc.

The components of the strategy for the ICF include the following tasks:

1. Liaise with Implementation Committee concerning applications and intended applications of ICF in order to identify educational needs.

2. Identify the groups requiring education and training about ICF (e.g., coders, statisticians, epidemiologists, policymakers, administrators, relevant systems and program managers, clinicians, survey developers, health sciences educators and students, consumers) the objective of the required education and the need for training trainers.
3. Catalogue, characterize (e.g., purpose, audience, content, language, availability, media and technology) and disseminate information on existing educational materials for ICF applications.
4. Create a database on educational products based on the Framework agreed by the Implementation and Education Committees and provide ongoing maintenance.
5. Review existing training materials and the mechanisms for their dissemination and identify best practices. Identify gaps and methods for filling them.
6. Provide advice on best practices to developers of ICF educational materials.
7. Explore the capacity of Collaborating Centres and Regional Offices for providing ICF education in WHO member states.
8. Explore the need for international credentialing of those trained to use ICF as a coding and classification system or of ICF training materials. Identify a support network or mechanism.
9. Identify approaches for assuring that training and credentialing are dynamic processes, responsive to changes in medical science, disability policy, technology, coding rules, etc. Explore different approaches to training, e.g., face-to-face, E-learning.

Structure and Working Methods

The Subgroup should have an integrated mandate of WHO-FIC education, although the nature and phase of different members of WHO-FIC may differ in different countries. If necessary, different work groups may be formed on specific WHO-FIC classifications so as to address different issues.

The structure of the Subgroup should involve permanent members from WHO (including the regional offices) and each collaborating centre who will primarily devote their time to developing and, to the extent possible, carrying out strategies for addressing the functions specified above.

Membership is open to Regional Offices and all Collaborating Centres with national and regional responsibilities for WHO-FIC implementation. All WHO-FIC centers may nominate participants and beyond the permanent members additional participants may take part in committee meetings as observers.

The chair should preferably be a single person to emphasize the integration of WHO-FIC implementation.

The Subgroup should develop an annual work plan, which lists in detail aims, activities, deliverables, timelines and responsibilities for addressing the terms of reference.

Working methods should include e-mail, conference calls and meetings, including an annual meeting during the WHO-FIC HOC. Official meetings of the committee must be held in conjunction with international WHO-FIC meetings.

April 9, 2004

**WHO Family of International Classifications Education Committee
Abbreviations and Acronyms**

Term	Meaning
ACBA	Australian Coding Benchmark Audit
ACCS	Automated Cause Coding Software
ACHI	Australian Classification of Health Interventions (Vols. 3 and 4 of ICD-10-AM)
ACHI-I	Australian Classification of Health Interventions – Adapted for International Use
ACME	Automated Classification of Medical Entities
AFRO	Regional Office for Africa of the World Health Organization
AHIMA	American Health Information Management Association
AIHW	Australian Institute of Health and Welfare
AMRO	Regional Office for the Americas of the World Health Organization
ATC/DDD	Anatomical Therapeutic Chemical Classification System with Defined Daily Doses
CAM	Complementary and Alternative Medicine
CAP	College of American Pathologists
CBCD	Centro Brasileiro de Classificação de Doenças (Brazilian Collaborating Center)
CCAM	Classification Commune des Actes Medicaux
CCI	Canadian Classification of Health Interventions
CCSA	Clinical Coders' Society of America
CDC	Centers for Disease Control and Prevention (USA)
CEN	European Committee for Standardization
CEVECE	Centro Venezolano para la Clasificación de Enfermedades (Venezuelan Center for Classification of Diseases)
CHIMA	Canadian Health Information Management Association
CID (CID-10)	Classificação Estatística Internacional de Doenças e Problemas Relacionados à Saúde
CID-O	Classificação Internacional de Doenças para Oncologia – Terceira Edição
CIE (CIE-10)	Clasificación Internacional de Enfermedades y Problemas Relacionados con la Salud
CIE-O	Clasificación Internacional de Enfermedades para Oncología – Tercera Edición
CIE-9-MC	Clasificación Internacional de Enfermedades, 9a Revisión, Modificación Clínica (Spanish version of ICD-9-CM)
CIF	Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud Classification internationale du fonctionnement, du handicap et de la santé Classificação Internacional de Funcionalidade, Incapacidade e Saúde
CIHI	Canadian Institute for Health Information
CIM (CIM-10)	Classification statistique internationale des maladies et des problèmes de santé connexes
CPT	Current Procedural Terminology (U.S.)

CRAES	Comité Regional Asesor en Estadísticas de Salud (PAHO Regional Advisory Committee on Health Statistics)
CTNERHI	Centre Technique National d'Études et de Recherches sur les Handicaps et les Inadaptations (France)
DATASUS	Departamento de Informática do Sistema Único de Saúde (Brazil)
DIMDI	Deutsches Institut für Medizinische Dokumentation und Information
DPI	Disabled Peoples International
DRG	Diagnosis-Related Groups
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders – 4 th Edition
EBM	Evidence-based Medicine
EBP	Evidence-based Practice
EC	Education Committee (WHO-FIC)
EDI	Electronic data interchange
EIP	Evidence and Information for Policy (WHO unit)
EMRO	Regional Office for Eastern Mediterranean of the World Health Organization
ETC	Electronic Tools Committee (WHO-FIC)
EU-HDP	European Union Hospital Data Project
EURO	Regional Office for Europe of the World Health Organization
FAQ	Frequently asked questions
FDC	Family Development Committee (WHO-FIC)
FIC	Family of International Classifications
Forum-CIE	Group for discussions by e-mail of issues related to mortality and morbidity coding and related themes (in Spanish)
HIMAA	Health Information Management Association of America
HL7	Health Level Seven - one of several American National Standards Institute (ANSI) -accredited Standards Developing Organizations (SDOs) operating in the healthcare arena. Health Level Seven's domain is clinical and administrative data.
HOC	Heads of WHO Collaborating Centers for the Family of International Classifications
HRG	Healthcare Resource Group – used in the UK for casemix grouping
IARC	International Agency for Research on Cancer
IC	Implementation Committee (WHO-FIC)
ICD	International Classification of Diseases
ICD-10	International Statistical Classification of Diseases and Related Health Problems, Tenth Revision
ICD-10-AM	International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Australian Modification
ICD-10-CA	International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Canada
ICD-10-CM	International Classification of Diseases, Tenth Revision, Clinical Modification (USA- not yet in use)
ICD-10-GM	International Classification of Diseases and Related Health Problems, Tenth Revision, German Modification
ICD-10-PCS	International Classification of Diseases, Tenth Revision, Procedural Coding System (USA – not yet in use)
ICD-10-XM	International Statistical Classification of Diseases and Related Health

	Problems, 10 th Revision, International Clinical Modification (under discussion)
ICD-DA-3	Application of the ICD for Dentistry and Stomatology, 3 rd Edition
ICD-NA	International Classification of Diseases, Neurology Application
ICD-O-2	ICD for Oncology, 2 nd Edition; 0-3, 3 rd Edition
ICE	International Collaborative Effort [on automating mortality statistics, on Injury Statistics] sponsored by NCHS
ICECI	International Classification of External Causes of Injuries
ICF	International Classification of Functioning, Disability and Health
ICF-CY	International Classification of Functioning, Disability and Health, Children and Youth version
ICHI	International Classification of Health Interventions
ICIDH	International Classification of Impairments, Disabilities, and Handicaps (Revised in 2001 and published as International Classification of Functioning, Disability and Health)
ICIS	Institut canadien d'information sur la santé (also CIHI)
ICPC	International Classification of Primary Care
ICPM	International Classification of Procedures in Medicine (WHO 1978)
IFHRO	International Federation of Health Records Organizations
IHRIM	Institute of Health Record and Information Management (UK)
IMIA	International Medical Informatics Association
IND	International Nomenclature of Diseases (Not currently maintained)
INSERM	Institut National de la Santé et de la Recherche Medicale
INTERCOD	Computer-assisted program for self-instruction in implementation of the ICD-10 developed by the Mexican Center for the Classification of Diseases and PAHO.
ISO	International Organization for Standardization
ISO 9999	Technical aids for persons with disabilities. Classification and terminology
MDG	Millennium Development Goals
MedDRA	Medical Dictionary for Regulatory Activities
MF	Mortality Forum - Group for discussions by e-mail of issues related to mortality coding (in English)
MICAR	Mortality Medical Indexing, Classification and Retrieval
MIKADO	Swedish automated coding system
MMCB	Mortality Medical Classification Branch, NCHS
MMDS	Mortality Medical Data System (US automated coding system)
MRG	Mortality Reference Group (WHO-FIC)
NACC	North American Collaborating Center
NCCH	National Centre for Classification in Health (Australia)
NCECI	NOMESCO Classification of External Causes of Injuries
NCHS	National Center for Health Statistics (USA)
NCSP	NOMESCO Classification of Surgical Procedures
NHS	National Health Service (UK)
NHS IA	National Health Service Information Authority
NIC	National Interventions Classification – currently under development but will ultimately replace OPCS-4 for surgical procedures and intervention for the UK
NLM	National Library of Medicine (U.S.)

NOMESCO	Nordic Medico-Statistical Committee
OECD	Organization for Economic Cooperation and Development
OMS	Organization mondiale de la Santé Organización Mundial de la Salud Organização Mundial da Saúde
ONS	Office for National Statistics (UK) Formed in 1996 by a merger of the Central Statistical Office (CSO) and the Office of Population Censuses & Surveys (OPCS)
OPCS-4	The Office of Population Censuses and Surveys' Classification of Surgical Operations 4 th Revision. The current surgical procedures classification used in the UK
OPS (OPAS)	Organization panaméricaine de la Santé Organización Panamericana de la Salud Organização Pan-Americana da Saúde
PAHO	Pan American Health Organization
RI	Rehabilitation International
RIVM	National Institute of Public Health and the Environment (Netherlands)
RUTENDON	Computer-based ICD-10 coding training, in Russian
SCB	Seleção de causa básica (automated system, Brazil)
SEARO	Regional Office for South East Asia of the World Health Organization
SNOMED	Systematized Nomenclature of Medicine
SNOMED CT	SNOMED Clinical Terms
SNOMED RT	SNOMED Reference Terminology
STC	Statistics Canada
STYX	French automated coding system
TENDON	Computer-based training package for ICD-10 produced by the WHO Collaborating Centre for the Classification of Diseases, London.
TRANSAX	Translation of axes – used to create data appropriate for either record-based analysis or person-based analysis
UC	Underlying cause of death
UMLS	Unified Medical Language System
UN	United Nations
URC	Update Reference Committee (WHO-FIC)
WCPT	World Confederation for Physical Therapy
WFOT	World Federation of Occupational Therapists
WHO	World Health Organization
WHO CAS	World Health Organization Classification, Assessment, Surveys and Terminology
WHO CC	World Health Organization Collaborating Center
WHO-FIC	World Health Organization Family of International Classifications
WICC	WONCA International Classification Committee
WONCA	World Organization of National Colleges, Academies and Academic Associations of General Practitioners/Family Physicians (The short name is World Organization of Family Doctors.)
WPA	World Psychiatric Association
WPRO	Regional Office for Western Pacific of the World Health Organization
XML	Extensible Mark-up Language
YLD	Years of life lived with disability

	Years of life lost through disability
YLL	Years of life lost

September 7, 2004

Attachment 3

Draft Ground Rules for Disseminating Materials WHO-FIC Education Committee

The mission of the WHO-FIC Education Committee is to assist and advise WHO and the WHO-FIC Network in improving the level and quality of use of the WHO Family of International Classifications (WHO-FIC) in Member States by developing an education, training and credentialing strategy for the WHO-FIC, identifying best training practices and providing a network for sharing expertise and experience on training. In carrying out this mission, the Committee is developing a number of documents for approval by the Committee members and endorsement by the WHO-FIC Network and other partners, such as the International Federation of Health Records Organizations. Ultimately, the goal of the Education Committee is that approved materials will receive widespread dissemination and adoption. However, when these documents are in draft form, the following guidelines should be followed:

1. If a member of the Committee (or WHO-FIC Network) would like to disseminate or otherwise use a draft document, he or she should ask permission of the Chair, who will consult with the Committee members, as appropriate.
2. Specific materials developed by the Committee should not be disseminated or incorporated into other documents without receiving the approval of the Chair.
3. If approval is received to disseminate a document, it should be clearly noted that the document is in draft and a work in progress and has not received official approval by the WHO-FIC Education Committee or Network.
4. The Committee will agree on which documents should be included on the Committee's home page (which currently is housed on the NCHS web site (http://www.cdc.gov/nchs/about/otheract/icd9/nacc_subgroup.htm) and will be linked to the WHO-FIC Network web site. Final meeting summaries will be posted on the web site but not draft documents.

May 28, 2004